SAVE THE DATE

Excellence in Teaching Talk
Tuesday, May 2 | 2:00 – 4:00 pm

Featuring
2:00 pm – Bridges Field Trip by Mark Clark and CJ Riley
3:00 pm – Developing Custom Hardware to Teach Digital Design Courses: Added Value or Added Headache? By Kevin Pintong

Refreshments Provided

Questions? Contact Aja Bettencourt-McCarthy

Spring Term Teaching Grants

Oregon Tech Excellence in Teaching Innovation Grant

CCT provides the opportunity for faculty to submit Excellence in Teaching Innovation Grant Requests each term.

Click here to submit Excellence in Teaching Innovation Grant Request – Now Fully Online!

Due by April 24, 2017

The commission has identified the following categories for which to welcome grant requests:

I – Innovative Teaching Methods
II – Education Research
III – On-campus Workshops/Seminars
IV – Teaching Workshops/Conferences

Oregon Tech Foundation Teaching Grant

New this year, the Oregon Tech Foundation has set aside funds to support Teaching Grants. The grants will be administered by CCT but have a distinct focus and set of criteria.

Click here to download Foundation Teaching Grant Application Form

Due April 24, 2017

The Foundation has identified the following categories for which to welcome grant requests:

I - Service Learning and Community Connections
II - Innovation and Industry Partnerships
III - Technology for Hands-on Learning
IV - Undergraduate Research

If you have any questions, please contact Nellie Stewart.

NEW this year – Oregon Tech Foundation Sponsored Excellence in Teaching Faculty Award

The Oregon Tech Foundation has announced a NEW Excellence in Teaching Faculty Award to be presented annually at Commencement.

Faculty Nominations are in!

We received nominations for 63 Faculty Members

It is now time for you to support a Faculty nominee by telling us why you believe they are deserving of this award. Support Statements are accepted from Faculty, Students, and Staff.

Submit Support Statement Here
Embedded Librarianship

Faculty member

Teaching 400 level course:
- explored a Brownlee model in class (programming in databases, tables, and queries)
- had the objectives of the class provided in the Brownlee ecosystem
- compared the concepts
- on the Oregon Tech campus
- to the differences
- in the teaching approach
- for the Oregon Tech campus
- Libraries
- 
- Ukrainian
- 
- Teaching
- 
- Oregon Tech Excellence in Teaching Conference: Poster Highlight
- 
- From the Oregon Tech Library

Faculty and librarian collaborative: results from a teaching model

methods

Objectives

Evidence-based Practice (EBP)
- builds on model practices
- provides a tool for teaching
- provides a tool for research
- provides a tool for evidence-based practice

Evidenced-Based Practice (EBP)
- builds on model practices
- provides a tool for teaching
- provides a tool for research
- provides a tool for evidence-based practice

Student Engagement

Learning Strategies of Oregon Tech Students

Oregon Tech students at the conclusion of their first year and seniors were asked how often they engaged in key learning strategies. The percentage of Oregon Tech students responding “very often” or “often” for each of these defined learning practices are listed in the table below along with comparisons to student responses from Oregon Tech comparison institutions. How does this align with your expectations for students in your courses/program? These results come from the National Survey of Student Engagement (NSSE) which was last administered to Oregon Tech students in spring 2015. The NSSE and a companion survey, the Faculty Survey of Student Engagement, will be administered next spring, which will provide valuable information on the comparisons between faculty expectations and student self-reported practices. If you would like to know what students from your program reported on the 2015 NSSE contact Sandra Bridges for a custom report.

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<thead>
<tr>
<th></th>
<th>Freshman Students</th>
<th>Senior Students</th>
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<tbody>
<tr>
<td></td>
<td>Oregon Tech</td>
<td>Oregon Tech Comp</td>
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<tr>
<td>Percentage of students who responded that they “very often” or “often”</td>
<td>%</td>
<td>%</td>
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<tr>
<td>Identified key information from reading assignments</td>
<td>83</td>
<td>77</td>
</tr>
<tr>
<td>Reviewed notes after class</td>
<td>68</td>
<td>64</td>
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<tr>
<td>Summarized what you learned in class or from course materials</td>
<td>68</td>
<td>62</td>
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CCT has membership openings for 2017-18. If you have questions about the Committee, please contact co-chairs, Aja Bettencourt-McCarthy and Travis Lund.